

Core Question 3: Is the organization effective and well run?

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

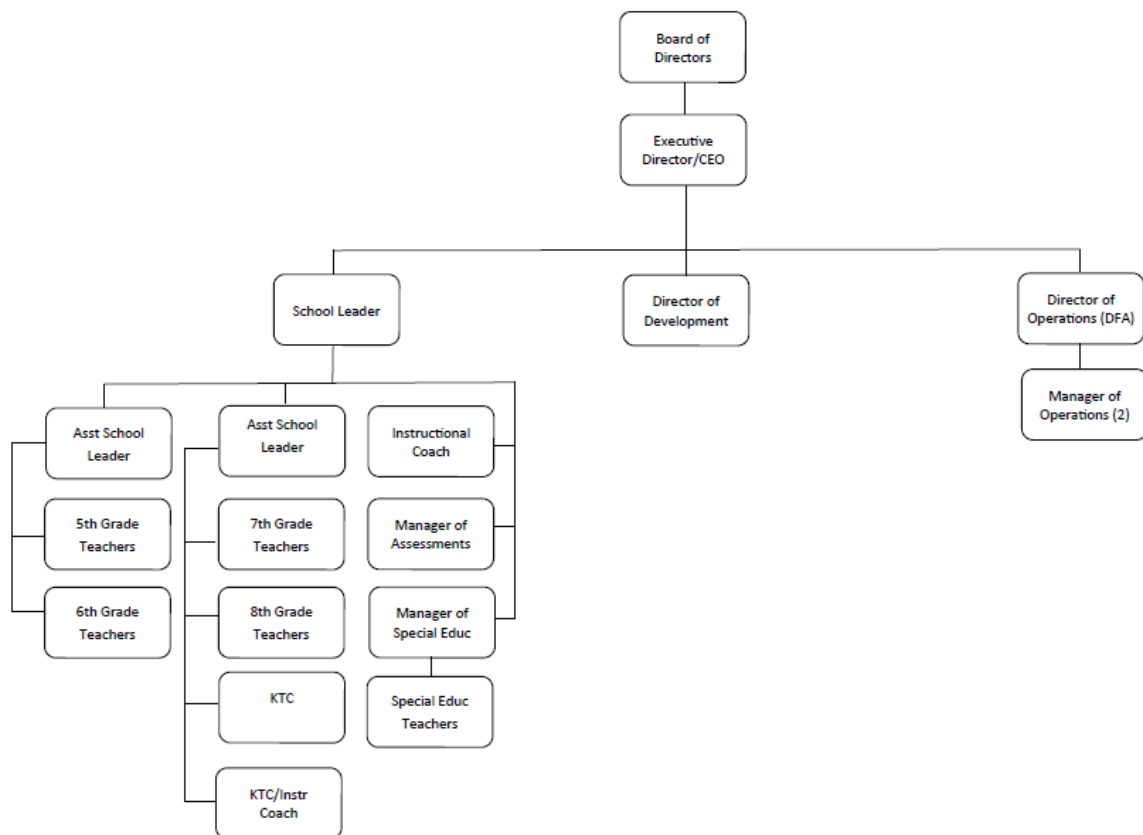
3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
3.1 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	MS	MS			
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						AS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The leadership team at KIPP Indianapolis College Preparatory (KICP) consists of an Executive Director (ED), School Leader, and two Assistant School Leaders. The school has historically had a Director of Finance and Administration (DFA) but had turnover in the role during the 2014-15 school year and decided not to backfill the position. As a result, the school had to work to redistribute the responsibilities previously managed by the DFA with the ED, a financial services vendor, and additional operational staff all taking on a portion of said

responsibilities. While there was an adjustment period during this time, the school managed to clarify the new roles and responsibilities by the second half of the year. All leaders demonstrated sufficient expertise and aside from the turnover with the DFA, have remained relatively stable over the past few years.

In order to allow the School Leader to focus mostly on internal communications and daily operations, the ED handled the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners. As part of a national network of charter schools, KICP Indianapolis leveraged its relationship with other KIPP schools across the country to engage in professional development and best practice sharing. Additionally, the ED continued solidified a partnership with the Superintendent of Indianapolis Public Schools for the 2015-2016 school year.

Organizational Chart

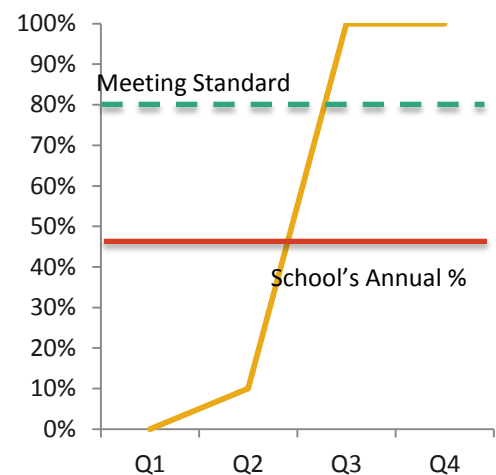


The ED and School Leader systematically reflected upon several areas of school data to inform day-to-day decisions. For example, a Success Block was introduced to better differentiate support for students; family communication was prioritized to focus on lowering student attrition; and staff surveys were collected throughout the year to gauge workplace culture and prioritize staff satisfaction. The leadership team at KICP was very data-oriented and focused on school improvement, which resulted in measurable improvements in school goals throughout the year. Due to the consistently effective leadership team, KICP receives a **Meets Standard** for this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	ES	AS	AS			
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						AS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

In previous years, the DFA was primarily responsible for the submission of compliance documentation to the Mayor's Office (OEI) and the Indiana Department of Education (IDOE). With the transition of this position in the beginning of the 2014-2015 school year, the school experienced issues with managing these responsibilities. Once roles and responsibilities were clarified, reporting systems and times drastically improved. However, due to the initial issues, the school submitted just 45% of its compliance documents on time.

KICP maintained compliance with all material sections of its charter, but the school did require reminders to submit required amendments such as that for changes to the board's bylaws. The ED and School Leader were consistently engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. However, due to the concerns with compliance reporting and the submission of amendments, KICP receives an **Approaching Standard** for compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)


3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.3 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	ES	MS	ES			
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						ES
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors at KICP is active, experienced, and provides exceptional oversight for the school. The board consists of directors with skills and experience in law, education, business, finance, and human resources. The board added two members this year who add additional experience in business and government.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing traditionally underserved students the academic and character education necessary to prepare them for high school, college, and beyond. The board demonstrates this understanding in its discussions around high school and college transitions and its participation in programming at the school such as the annual mock interview day that the school hosts to prepare its students to interview during the high school application process. Along with typical oversight of academic and financial reporting, board members regularly engaged in thoughtful discussions around other prioritized areas, including student and staff retention, long-term growth plans, and building community engagement.

Skill Sets Represented on Board

Education



Business



Finance



Legal



Human
Resources



Board Overview

KIPP Indianapolis, Inc. holds the charter for KIPP Indianapolis College Preparatory.

8 **majority**
Members **# Required for Quorum**

The KIPP board meets bi-monthly.

The KIPP board partners with KIPP, a national network of over 150 charter schools operating across the country.

The Board Chair and ED maintained consistent communication with one another and the Mayor's Office (OEI). They were both proactive in providing up to date and transparent information about transitions in the leadership team staffing and challenges that are customary to network growth.

Regarding governance operations, the board formally reviewed and revised its bylaws to allow the ED more efficiency in executing financial responsibilities. Board meetings were held semi-monthly and occurred as scheduled. The board regularly met quorum, but had an average of four directors absent at each meeting. All meetings abided by Indiana Open Door Law.

Due to the board's consistent leadership and stewardship, KICP receives an **Exceeds Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	n/a	n/a	ES	ES			
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						ES
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						ES

The KICP board held semi-monthly meetings at which all stakeholders, including committees and members of the school leadership team, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Governance, Finance, Academic Excellence, and Development, and created ad hoc committees as needed. Staff members also served on committees to ensure alignment and representation in board decisions.

For the 2014-2015 school year, the board utilized KIPP's national framework to evaluate the school leadership, with the board evaluating the ED and the ED evaluating the School Leader. Additionally, the board took several steps to evaluate and improve its own performance throughout the year. Utilizing resources from the KIPP national network, directors participated in an annual retreat and completed a self-evaluation. Additionally, the effective implementation of a governance committee ensured a focus on continuously improving the board's success.

After reaching a few years of leader and performance stability, the board moved to become more strategic and policy-driven, allowing the ED and School Leader the autonomy to manage school-level operations. The

board and school leadership team established clear and measureable performance goals for the 2014-2015 school year that were regularly reviewed to monitor progress. The ED provided a thorough report to the board of directors at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance. Additionally, all meetings and observed interactions between the board and school staff were held in a professional and collaborative manner. For the reasons explained above, KICP receives an **Exceeds Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	MS	MS	MS	MS			
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, KICP's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of KICP's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.					
3.6 Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
	N/A	N/A	N/A	MS			
Sub-indicator Ratings	Sub-indicators						Rating
	Student attrition will range between 16% and 20% from the first count day until the last day of school.						MS
	Staff satisfaction, as measured by the average staff response to the Healthy Schools and Regions question, "Overall, I am satisfied with this school" is between a 3.5-3.99.						MS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2014-15 school year, KICP set its first non-academic goal around student attrition. The school reported that 19.5% of their students were no longer with the school as measured from the first count day until the last day of school. Therefore, the school receives a **Meets Standard** on this goal.

KICP set its second goal around staff satisfaction. The school reported that the average response to the survey question regarding staff satisfaction was 3.9, and therefore receives a **Meets Standard** on this goal.

Overall, due to the ratings of the individual goals above, KICP receives a **Meets Standard** on this indicator for the 2014-15 school year.